

II-007 Decision-Making and Problem Solving

Course-Embedded Internship Log - 2

Course Number: <i>EDLD 5333: Leadership for Accountability</i>	Place of Activity Falls City ISD	Time Spent on Activity <i>4 hours</i>
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Description of the Activity Individual & Group projects	<i>Students demonstrate leadership for accountability by researching best practices, including specific professional development to address a target area and list the strategies and rationale for using each strategy</i>
Personal Reflection/Learning: Focus reflection on the leadership skill. (Minimum of 150 Words)	<p>I enjoyed working through the processes of this assignment. I utilized the article, <i>Backward Design for Forward Action</i>, written by Jay McTighe and Ronald S. Thomas in 2003 as a guide for the process. As instructed, I completed these steps:</p> <ol style="list-style-type: none"> 1) Identify Desired Results; 2) Analyze Multiple Sources of Data; 3) Write Data Summaries; 4) Develop the Action Plan. <p>The end result of this week's assignment doesn't quite look like the local campus improvement plan; however, it does provide the data and research needed to justify the actions recommended. Finishing the action plan will involve considering all the steps required for 3-5 years of activities to fully implement the actions recommended. Last school year saw the completion of the first round of STAAR assessments. It became evident just how critical it will be for each teacher to meet the curriculum timelines for each course. Early results of the first round of assessments this year indicate the concerns about curriculum alignment were justified. District and campus administrators and lead teachers have met the staff at our regional service center to discuss ways to address the alignment concerns. The CScope curriculum and assessment database tool was recommended as a possible tool set to address these concerns.</p> <p>In a recent course, I had the opportunity to work with teachers who use CScope on their campuses. I was really impressed with the fact that anyone can access a particular topic at different grade levels to learn what is expected to be covered at each grade level and which knowledge level classification it has at each grade level. For me, the icing on the cake is that full technology integrated lessons and assessments written to the STAAR assessment standards are included as references or for actual use by teachers.</p>

Due to my experience with the program, I was able to recommend further investigation by the administrators might be warranted. At this point, the program has been adopted, administrators have set up training for lead teachers in July and August, I am among those that will be trained for local Administration of the database. It is to be implemented as a tool to aid curriculum alignment K-12 throughout the district and provide best practice lesson examples for each teacher to use directly, modify, or model their own lessons after. CScope lessons include supplemental materials to help teachers help their ELL students and to help special needs students. Please remember their performance is still above the state's previous commended performance level; however, these two groups were not performing quite as well as their peers. The supplemental materials mentioned above will provide suggestions within the framework of individual lessons so that teachers do not have to look elsewhere.

My coursework gave me the knowledge to make a solid recommendation that I believe will help the teachers in my district modify their curriculum to the necessary standards to continue to enable students to learn the material required to meet exemplary performance standards.

The timing of this course is slightly off, the work being required would have worked great for last year's data; however, this year, we do not yet have access to the first official reports for STAAR assessments. Regardless, I do know it is important that just as soon as the results are disaggregated and presented to school districts that positive action be taken to address teaching and learning gaps. I found several articles and sites with multiple links to documents that will help provide research based activities in the classroom, on the campus, and at the district level. This work will definitely help me improve campus and district action plan suggestions for recommended improvements in the upcoming campus improvement plan revision process.

Works Cited or referenced directly or indirectly:

McTighe, J. and Thomas, R., (2003, February), **Backward Design for Forward Action, Association For Supervision and Curriculum Development; Educational Leadership**, retrieved from: <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028#> June 22, 2012.

CScope Q&A, Region XIV Educational Service Center, retrieved from: <http://www.esc19.net/CSCOPE/about.html>, June 22, 2012.

(No author/date), *All Differentiated Instruction articles*, retrieved from: <http://www.readingrockets.org/article/c64/>, June 22, 2012.



LAMAR UNIVERSITY

Week 3: Targeting and Addressing a Need

Overview

As a part of your Week 2 assignment, you chose two areas of weakness based on campus Academic Excellence Indicator (AEIS) Report data. This week, you will narrow your focus to one targeted weakness and write a measurable S.M.A.R.T. goal and a measurable objective for a targeted area of weakness. You will also research appropriate strategies/activities, including specific professional development, to address the target area.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 3 Assignment: Targeting and Addressing a Need				
Part 1: Targets, Goals, and Objectives	States the area of weakness and rationale. (10 points)	States either the area of weakness and/or the rationale. (8 points)	No criteria stated and no points listed. (7 point)	Does not state the area of weakness or the rationale. (0 points)
Part 2: S.M.A.R.T. Goal and Objective	Composes one S.M.A.R.T. goal and one measurable objective according to the critical elements outlined in the lecture. (10 points)	Composes one S.M.A.R.T. goal and one measurable objective using most critical elements. (8 points)	Composes one S.M.A.R.T goal or one measurable objective using only a few critical elements. (7 point)	Does not compose one S.M.A.R.T. goal and/or one measurable objective using critical elements. (0 points)
Part 3: Strategies and Activities	Records and elaborates on the usefulness of four strategies/activities, including professional development, that address the target area's weakness. Cites research. (10 points)	Records, with minimal elaboration, three strategies/activities, including professional development, that address the target area's weakness. Cites research. (8 points)	Records two strategies/activities, including professional development that addresses the target area's weakness. Cites research. (7 point)	Records one strategy/activity, or records strategies/activities with no elaboration. (0 points)
Mechanics	Responses are relevant to course content. Student adheres to APA stylistic guidelines. Writing is clear, concise, and well organized. Excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no errors in grammar, spelling, or	Responses are relevant to course content. Student adheres mostly to APA stylistic guidelines. Writing is mostly clear, concise, and well organized. Good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are three or fewer errors	Responses do not reflect knowledge of course content. Student adheres loosely to APA stylistic guidelines. Writing is unclear and/or disorganized. Weak sentence/paragraph construction. Thoughts are not expressed in a coherent and logical manner. There are four or more errors in	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. (0 points)

	punctuation .	in grammar, spelling, or punctuation.	grammar, spelling, or punctuation.	
Discussion Board due dates and postings criteria	Posts a substantive response to each discussion prompt by the 4th day of each week (2 points), and responds to two colleagues in by the 7 th day @ 11:59 p.m. (1 point). Total = 3 points each week.	See first column.	(0 points)	(0 points)

Discussion Board Overview: A thorough response is more than “I agree,” or “Awesome comments.” Be specific (e.g., “I agree with your comment about the first question because . . .,” or “Awesome comments – I really like your suggestions for involving parents, community members, along with teachers and students because. . .”) We encourage you to write two or more sentences in responding to other students’ posts. The professors will be monitoring your Discussion Board responses and we look forward to learning from one another. We grow from sharing insights and suggestions with one another.

Reference Citations

Reference citations should be specific and preferably in APA format in order to receive full credit. General statements such as “Research indicates” or “Marzano points out” do not constitute a reference citation. Remember, the purpose of an appropriate citation is to allow readers of your work to easily identify the written work and author. For example, if you use a phrase like, “The Marzano guidelines emphasize . . .”, guide the reader to the source of this comment, Marzano (2009).

Part 1: Targets, Goals, and Objectives (ELCC 1.4 b.; 2.1 a.; 2.2 a., b., c.; 2.3 a., b., c.)

Remember from your lecture that goals should provide direction, focus, and be S.M.A.R.T. That is, they must be **Specific, Measurable, Achievable, Realistic/Results-oriented/Research-based, and Time-bound** (Learning Point Associates, Inc., 2004).

While goals and objectives are closely related, goals are broader and cover a span of 3-5 years, while objectives are more specific and for a shorter duration, typically one year. Objectives (1) identify a target population, (2) identify assessments and data sources that will be used to meet the objective, and (3) specify anticipated growth or progress.

For example, a goal might state, "By 2016, Paradise School will earn an Exemplary rating." An objective related to that goal would target one subject area & specific grade level(s) or population(s) in need of improvement. The objective might state: "90% of all third grade low SES students will meet or surpass the state standard on the state assessment Reading by the end of the current school year." Strategies then would be tied directly to the objective.

In this week's assignment, you will decide on one area of weakness as determined by your analysis of campus data, state your rationale for selecting it, and write a S.M.A.R.T. goal and an objective to address the targeted area of need.

You will also research strategies, including professional development ideas, to address the targeted weakness to address the goal and objective. These will be used in Week 4 as you develop an action plan to address the target weakness.

Directions

1. Select one area of weakness identified in your Week 2 AEIS Comparison Chart activity and compose a brief rationale explaining why you chose this weakness.
2. Compose a S.M.A.R.T. goal and an objective to address the weakness.
3. Locate three research articles that suggest strategies to address the targeted weakness. At least one of the articles should address professional development ideas. An Internet search would also yield ideas and best practices. Also see **Helpful Websites** in the Resources section.

Target Area of Weakness and Rationale for Selection

In a paragraph, state the area of weakness that you will target and your rationale for selecting it.

The class group I chose last week was the 8th grade; the two weaknesses that stood out were Mathematics and Science, especially among the Hispanic and special needs populations. Junior high is statistically the time frame in which students flounder for many reasons and traditionally the two subjects where student struggles appear most evident are mathematics and science. Statistically the 8th graders in Falls City demonstrate this deviation for exemplary scores by two groups in particular; our Hispanic and special needs population. I have not seen 8th grade STAAR assessment results at this point; however, due to the higher levels of understanding, expression, and thinking required, students already struggling will face even greater challenges and students who may have previously demonstrated exemplary performance will see at least a temporary score dip. Unless doing so endangers the health of the student, all students are mainstreamed. As a result, improving curriculum alignment, core content, presentational methods, and varying assessment tools to better meet the needs of these small populations will provide all students with the types of curriculum exposure and learning situations proven to help students succeed can only benefit the whole class. Mathematics and science skills assessed at the end of the 8th grade provide a

measure of a student's learning foundations. The skills assessed are those deemed necessary for successful admittance to Algebra, Biology, Geometry, Chemistry, Pre-Calculus, Physics, and Calculus, the mathematics and science courses of high school. Without a good foundation, it is difficult to be successful in the high school courses.

Part 2: S.M.A.R.T. Goal & Objective

Compose a S.M.A.R.T. goal and an objective to address the weakness.

S.M.A.R.T. Goal (long range/3-5 years): The 2017 8 th grade STAAR assessment will reveal mastery exemplary performance by all student groups and students in mathematics and science.
S.M.A.R.T. Objective (What we want to accomplish in one school year): 93% of the 8 th grade class and all student groups will demonstrate mathematics and science skill and knowledge proficiency to meet or exceed the state's advanced performance standard.

Part 3: Research Articles

Choose four strategies/activities, including one that addresses professional development.

Article (Cite in APA Style)	Strategy/Activity Ideas (Write a paragraph to describe/explain each strategy researched).
<p>1. Delisio, Ellen, no date, <i>Seeing The Benefits of Aligned Curriculum</i>, retrieved from: http://www.educationworld.com/a_issues/nclbwork/nclbwork053.shtml June 22, 2012.</p> <p>No Author, (2004,July), <i>The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL</i>, retrieved from: http://www.districtadministration.com/article/benefits-curriculum-alignment, June 22, 2012.</p>	<p>K-8 #1 complaint among teachers is that filling in learning gaps of previous year makes it impossible to cover all grade level curriculums and help struggling learners. Administration's solution is to align curriculum vertically, providing a curriculum alignment tool with professional development along the way to ensure teachers have the resources and implementation help and skills needed to give the re-alignment project the best chance of success.</p>
<p>2. CScope Q&A, Region XIV Educational Service Center, retrieved from: http://www.esc19.net/CSCOPE/about.html June 22, 2012.</p>	<p>CScope- Is a curriculum alignment tool correlated to Texas TEKS and the newly implemented STAAR assessment tool. It provides, technology integrated lesson plans w/resources for diverse learners including ESL, GT, and special needs students. Purpose: Bridge learning gaps in current curriculum K-12. This document/site also provides information about the system, and speaks to associated professional development with deployment strategies.</p>
<p>3. Making STEM come alive for Elementary Students, retrieved from</p>	<p>Science, Technology, Engineering, and Mathematics are among the most sought after</p>

<p>http://www.learning.com/stemunit/, June 22, 2012</p> <p>Middle School STEM: The best of STEM, and project-based learning, made easy, retrieved from: http://www.learning.com/msstem/, June 22, 2012</p> <p>Laboy-Rush, D., (no date), Integrated STEM Education through Project-Based Learning, Learning.Com, retrieved from: https://www.fcisd.net/owa/redir.aspx?C=c50ef07a379d4406b947ce646e26b1f3&URL=http%3a%2f%2fwww.actionsoftware.com%2faction%2fct%2f1499%2fs-0030-1109%2fbct%2fl-0049%2fl-0049%3a422%2fct1_0%2f1, June 22, 2012</p>	<p>core fields that will affect our nation's ability to continue to lead the world, yet the US is graduating fewer and fewer experts in these fields. The reason, dry book lectures do not ignite a child's imagination like hands-on explorations. Elementary and Junior High students are naturally inquisitive about the world around them. They love hands on activities that involve them in learning about science and mathematics through interactive experiences. Mathematics, in many cases is learned in conjunction with a particular science experiment in an almost painless manner. This process is a natural phenomenon; mathematics exists to provide the means to answer many of the questions of science... How fast?, how far?, how much does it weigh?, how much does it cost?, etc. If these questions did not need answers, there would be no reason for mathematics to exist. U.S. schools need to do a better job of igniting student interest in these fields, 8th grade test scores indicate our students are no exception, we need to at least investigate how STEM enhanced lessons could work with CSCOPE and/or supplement the SCOPE package with high quality STEM activities, if necessary.</p>
<p>(No author or date), Step 6: Teacher Learning and Continuous School Improvement, retrieved from: http://www.google.com/url?sa=t&rct=j&q=best%20practices%20in%20professional%20development%20for%20meeting%20the%20needs%20of%20special%20needs%20students&source=web&cd=4&sqi=2&ved=0CHgQFjAD&url=http%3A%2F%2Fwww.keysonline.org%2Fabout%2Fcsi%2Fprofessional_development.attachment%2F311423%2FKEYSstep6.doc&ei=8kzIT_JHqfO2AXI1czZCQ&usg=AFQjCNFfFdbo6xD_D_5DE4Qk08vCHgxcYhg, retrieved June 22, 2012.</p> <p>(No author/date), All Differentiated Instruction articles, retrieved from: http://www.readingrockets.org/article/c64/ June 22, 2012.</p>	<p>According to current 8th grade assessment results in Mathematics and Science, even performance has been above State minimum standards, special needs students and students from culturally diverse backgrounds are not enjoying the same degree of success as their peers. In order to address this area of concern, staff in these subject areas should participate in professional development that addresses meeting the needs of diverse learners, especially those with special needs and from culturally diverse backgrounds. Teachers are very busy, interactive online professional development resources that allow teachers the convenience of anywhere anytime learning are especially interesting. I especially like the Universal Design For Learning Tools, the first resource on the page, but most of the others appear to be equally as helpful so I included the whole page as a reference.</p>